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In the first number of the current volume, 8.1, a suggestion was made whereby, it was believed, definite work might be done by the members of The Classical Association of the Atlantic States, individually, in the cause of the Classics. Elsewhere in the present issue is printed a programme of the work actually done by the Classical Club of the Syracuse Central High School. In this record of achievement others may find at once clear proof that much can be done for the Classics, inspiration to attempt something definite in their behalf, and concrete suggestions of ways of doing that something.

There is work to be done also by Classical Departments in the Colleges and the Universities. In THE CLASSICAL WEEKLY 3.73 attention was called to a pamphlet issued in September, 1908, by Charles Mills Gayley and William A. Merrill, professors respectively of English and Latin in the University of California, to the teachers of English and Latin in the Secondary Schools of California; extracts from the circular were given. The Latin Department of the University of California has kept in close touch with the Latin teachers of the Secondary Schools of that state, and has been deeply interested in the introduction of Latin in the upper grades of the Grammar Schools in California, a matter of which Professor Nutting wrote in THE CLASSICAL WEEKLY 7.154-157. In May last the Department addressed to teachers of Latin in the Schools of the state a circular, from which we quote some paragraphs of general applicability:

At this time when so many forces are combining to drive some of the culture studies out of the High School course, it is specially desirable that teachers of Latin should come into closer touch with one another, with a view to mutual help and co-operation in the work of maintaining and strengthening the position of Latin in the schools.

Teachers who find it impossible to attend meetings of Classical Associations at central points very often may derive much help from subscribing to one of the journals devoted to the interests of Latin and Greek in the Schools. Such periodicals are: (1) The Classical Weekly (\$1.00 per year); and (2) The Classical Journal, published monthly by the University of Chicago Press (\$1.50 per year). In order to meet successfully the attacks that are often made upon the subject of Latin, it is very desirable that the School library should contain some such work as Professor Kelsey's notable volume on Latin and Greek in American Education (published by Macmillan, N. Y.). Many doubters may be convinced by Miss Sabin's exhibit, edited under the title The Relation of Latin to Practical Life.

Attention is invited also to the fact that all undergraduate students at the University are eligible to enter the yearly competition for the George Morey Richardson prize awarded for excellence in Latin composition. This is a cash prize, amounting to seventy-five dollars.

Teachers of the classics will be interested also in the result of the examination in "Subject B" recently held at the University. This examination tests the student's power to read at sight a reasonably difficult passage in some one foreign language, and is required of all candidates for the Junior Certificate. Of all the students who took this examination, about seventeen per cent. were disqualified for the faultiness of the English used in writing out their translation; but of the candidates who chose Latin as the language in which they would be tested, not one was disqualified for the use of poor English.

The members of the University Latin Department are heartily interested in the problem of Latin in the schools, and teachers who desire help or information are very cordially invited to communicate with members of the staff. In case no one of the instructors is personally known to a teacher, any inquiry directed to the Secretary of the Latin Department, University of California, will receive prompt attention.

In the same month, representatives of the four Colleges in Maine—Bates College, Bowdoin College, Colby College, and the University of Maine—addressed a circular to the Schools in Maine, in the interests of Greek. Parts of the circular follow:

The Committee appointed by the Department of the Classics of the Maine Teachers' Association to report on the question of Greek in the Maine schools has made a careful investigation of the subject. It desires to secure your co-operation along the following lines:

I. In the schools where Greek is still taught, it is earnestly hoped that every effort will be made by the school authorities to retain that study. For boys and girls who are of scholarly habits and who are interested in literature, Greek, it is firmly believed, is still essential; and undoubtedly the greatest benefits from the study of Greek come if it is begun in school when a language may be acquired at the most favorable age. Although interest in Greek has of late years declined, no one can yet affirm that it is to disappear definitely from our schools. Indeed there are some signs that a reaction has already set in. For example, the University of Rochester, which up to this year has admitted Greek and Latin only in the Arts Course, has required the modern languages in the Science Course and has made it impossible for a student of Latin to enter the Engineering Course, will in its new catalogue express an emphatic preference for the Classics as a preparation for the Arts Course, state that any combination of languages admitting to the Arts Course will admit to the Science Course and suggest that the five language units recommended for the Engineering Course consist

of three years of Latin and two of Greek. The University of Michigan will in its approaching catalogue express a preference for the full classical course as a preparation for the Engineering Course. Nor is there any indication that other colleges and universities which now emphasize the value of Greek will abandon that position. Recently it has been stated that the best scholars at Princeton University are those who have pursued Greek, and this is the case in many other institutions. There is then every reason for those schools which still teach Greek to continue that service to scholarship and to sound learning.

II. The four Maine colleges have agreed, through their Greek departments, to make every effort to adjust their courses in Greek to actual conditions. They will increase the efficiency of the elementary courses: they will make provision for students who have had one or two years of Greek in the schools to continue that study without difficulty; in every way in their power they will encourage students who will profit by the study of Greek to begin that subject in college. In this they ask the co-operation of the Principals. There are each year boys and girls coming from our Maine schools to college who should have training in Greek. Principals could render a distinct service to scholarship by informing such students of the opportunities of which they may avail themselves. Undoubtedly some boys and girls would not only be benefited by the study of Greek, but would in later life be positively handicapped without it. Students of language, teachers of English, and all those who are more than commonly interested in literature and in writing have testified again and again to the value of the discipline and the culture that comes from the study of Greek.

III. It is not so widely known as it should be that the classical departments in all our Maine colleges offer instruction in matters pertaining to Greek life, thought, art and literature, in courses where a knowledge of the language is not required. Although no one can fully appreciate the Hellenic spirit unless he studies it as it is expressed in the original Greek, these general courses are nevertheless of great value; and students in our schools should be informed of the opportunities to continue their study of the ancient world along these lines.

IV. The college members of the committee will be glad, on the request of Principals, to give addresses before schools or Latin or Greek classes, on the benefits of the study of the Classics and of Greek in particular, and of the opportunities for such study in our Maine colleges.

One thing the Classical Departments of all Colleges and Universities should do is to resist to the utmost any effort to diminish the part played by Greek and more especially that played by Latin in their several curricula. This applies particularly to the Colleges and the Universities of the East, precisely because what they do has such influence on the action of the Colleges and the Universities of the West. For all their boasted independence the State Universities have both eyes at all times on the great Universities of the East; they are eager after all not to be too far removed from them, particularly in the things that pertain to 'culture'.

C. K.

SCHOOL EDITIONS OF THE CLASSICS

At the Eighth Annual Meeting of The Classical Association of the Atlantic States, held at Barnard College, April 17-18 last, members and visitors were invited by the programmes, distributed several weeks in advance, to discuss the question, The Proper Contents of Editions of Latin Authors, under six heads as follows:

- (1) To what extent should words and phrases be translated?
- (2) Should references to Greek literature appear?
- (3) What references to Latin authors should appear?
- (4) How much attention should be paid to etymologies?
- (5) How much attention should be paid to literary criticism and modern parallels?
- (6) What illustrative material (maps, pictures, etc.) should be employed?

Certain principles or distinctions are involved in each of the six subdivisions of the question, which the writer feels able to set forth now more clearly than he could have done orally in limited time. Some of them, as it happened, were brought out in the discussion; some were not.

(1) Translations in the Notes by editors of words and phrases in the text proceed from one of three motives: (a) the words appear in an unusual significance which is not sufficiently explained in the Vocabulary or the Dictionary; (b) the editor finds translation a short-cut for explaining the construction of words in the passage (in this case his translation is often preceded by 'lit'); (c) the editor believes that the student will understand the meaning of the passage, but that he will not be able to express it with sufficient propriety and elegance in the vernacular. The first may be a legitimate reason for translation, provided it is not in the power of the editor to put the explanation in the Vocabulary (where it properly belongs), and provided the significance is truly unusual and not easily deduced from the ordinary meaning of the word. There is, however, great danger that this will be confused with motive (c). (b) and (c) are not legitimate reasons for indulging in translation. Construction can be explained as such, and it must be so treated if it is to hold place on the crest of the wave of attention of the pupil, or make any impression¹. Proof of this assertion is found in the familiar experience that the indirect method, 'literal translation', usually fails of its mark—in cold print; it is different on the living lips of the teacher (for reasons which it would take us too far afield here to explain). Secondly, the editor's duty is done when he has provided the material which will enable the pupil to understand the meaning of the Latin passage; if the teacher is not a wholly superfluous adornment in the class-room, one of his functions is to help the pupil to find an elegant expression in the vernacular.

¹ The condition is not otherwise than in this: that one may tell a child a hundred times that two and two make four, and he is none the wiser; but give him two blocks and two blocks until he discovers for himself that he has four blocks, and the fact is etched upon his brain for life.

for ideas that are in the pupil's mind. Any attempt, however slight, on the part of the editor to do this teems with the deadliest poison of the 'pony' and is an unmitigated evil. If it is true that there are teachers who need assistance in this, there should be special teachers' editions; and they might as well be thoroughbred equine stock. In brief, translation by editors, as by teachers, is often that all too common human error—following the path of least resistance.

(2) and (3). There are passages in Greek and in Latin literature which help the scholar to understand the significance of the text which is in the hands of the student. These should be included in the notes in full, so far as practicable; but always in a form that is easily intelligible to the pupil. Perfect attainment in classical culture is to comprehend wholly the meaning of the writer and to idealize correctly the thought and the action in their temporal setting. To this end far more help is needed than is customarily supplied to our pupils; and it requires more thoughtful study on their part than it can command if imparted orally in the class-room. Appreciative understanding of the historical setting is acquired, in general, only from the original sources (albeit in translation), not from modern scholars' abstracts or deductions from them. A few generations ago a comparatively young boy read nearly all the classical Latin literature and large portions of Greek; the wide reading itself formed a means to classical culture as defined above. As we have constantly diminished the amount of reading, have we found any substitute means thereto? It is questionable whether a majority even of our College graduates from classical courses attain an equal insight. There is no factor in the educational value of study of the Classics more important than this: the genetic enlargement of the intellectual inheritance of the individual.

(4) Every word that contains a root with which the pupil may be fairly assumed to be familiar, should be accompanied by a clear indication of that fact in the Vocabularies of school editions of Caesar and Cicero. Tracing the history of words, at this stage of the pupil's development, is of value in so far as it leads to the discovery of relationships; beyond that it is apt to lead to the dissipation of needed energy and attention. But this much of it is necessary—one may say indispensable—to success; because neither accuracy of thought nor correctness of understanding nor 'Sprachgefühl' nor increased command of the vernacular can be developed in a mind to which every word is a separate entity, contrary to historical truth. The material for this study must be in the text-books; it cannot be satisfactorily imparted by the teacher. Attention should be directed to the word-relationships by confining to a minimum the definitions in the Vocabularies. But more of this below. In the Vergil and the Livy stages of the pupil's course, etymology should quite properly be directed to tracing the history of the meanings of the word, rather than to the origin of the word itself, to

distinguishing between a developed meaning that became conventional and a forced use by which the writer got a striking effect in a given passage. The study should not have the classical period as a time-limit for words which are familiar, though modified in form and meaning at the present day (this pertains to the class-room rather than to the text-book): dealing with words in accordance with the facts of their development is the necessary under-story for the oft-mentioned desideratum of classical study, increase and precision of vocabulary of the vernacular and refinement of its growth: it is another point of orientation of the latest generation, in human life.

(5) In regard to comparisons with modern literature and citations therefrom, it would seem that a very definite law might be laid down, that they are pertinent only in so far as they illuminate the original, and should not be introduced for themselves². It is hardly to be expected that, at first reading, the youthful mind will appreciate a foreign classic with breadth enough to attain the plane of any literary criticism, considering the small amount of the antecedent reading of our pupils. There are exceptions to this; but the good of the greater number should have precedence. When aught else than that which will be used at the first reading is included in a text-book, it should be confined to appendices or special notes.

(6) Of maps, and especially of pictures of actual ancient objects and of trustworthy reproductions of them, the more the better. No book has yet had too many.

To the six subdivisions of our question, as suggested for consideration at the last meeting of The Classical Association of the Atlantic States, may be added another.

(7) *What should not be there?*

(a) One of the greatest difficulties that teachers have in using Secondary School text-books of Latin authors is that the Vocabularies are filled with definitions suitable for use in certain passages (after the passage is understood), but which do not present correctly the meaning of the word. For example, *inducere* is sometimes translated by 'to cover'; but is it possible for the pupil to feel correctly the case constructions used with this verb when that is the definition given in his Vocabulary? Then the next day in prose composition we get for 'he covered his retreat' the rendering *latebras induxit*. And youthful dignity is greatly offended when the teacher is not satisfied, to say nothing of the fact that youthful respect for language as the product of a rational animal is greatly lessened, and an opportunity for the education which is the purpose of the course is lost. This is not inconsistent with what is said above in paragraph (1). In the opinion of the present writer, Professor Lodge's Vocabulary of High School Latin approaches most nearly the ideal for High School pupils, and nothing

² See Professor Knapp's paper, Some Points in the Literary Study of Vergil, The School Review 13 (1905), 492-508.

more than this as a vocabulary should be in regular use by them. The teacher can do the rest—it pertains to translation (see on subdivision (1)); or the pupils may profit by *occasional* references to a large Latin Dictionary.

(b) It has been a practice on the part of some makers of text-books to give, without discrimination, references to explain some rather unusual construction and others which merely name the most ordinary usages. When a boy fumbles the pages of his Grammar to seek out a certain number and finds as a result only 'The ablative is used to denote the means or instrument of an action', or 'The dative is used as the indirect object of verbs', he is not likely to repeat the process many times; he will endeavor not to get 'stung' again. The result is that at other places he will fail to get needed information about constructions which, perhaps, he has never met before. If, on the other hand, the editor would always explain constructions in his note, and give references to the Grammar only for those which are unusual, then the pupil could judge for himself whether he understands it well enough without fingering the Grammar. An objection will be raised to this, that the editor often wishes to put it in the power of a student to find out how to construe a certain word, without telling him outright before he has a chance to think. But is any pedagogical good gained by this cryptic method at all comparable with the harm that is done? Is not the same end attained if the editor says, for example, '*tactis*: construe with such and such a word', or 'What use of the ablative is this?', thus saving the Grammar ammunition until the eyes of a real enemy are seen? If the editor feels that a 'completely parsed' text is needed, in competition with those already on the market, he might put it in a separate volume; but probably living teachers will prefer to keep it out of the hands of their pupils.

In summary, the following principles have been enunciated. The utmost initiation into the thought and the real conditions of life of the period of antiquity should be included. Extraneous matters should be excluded, lest attention be spread too thin. Nothing should be included which will not be used, in order that habits of neglect and inattention may not be fostered. Symbolism should be reduced to a minimum, both in the definition of words and in the naming of construction, in order that opportunity may be left for the products of real thought.

HASTINGS-UPON-HUDSON.

BARCLAY W. BRADLEY.

A SUMMARY OF RECENT ACTIVITIES ON THE PALATINE¹

Commendatore Boni's excavations on the Palatine have not as yet been scientifically published, and it is perhaps venturesome to attempt a résumé of them at

this time². In view, however, of the general interest they have aroused and of the somewhat uncertain nature of the reports which have appeared from time to time in American, as well as foreign, reviews, it may be that this brief notice of the more important of his discoveries since he began work on the Flavian palace in October, 1911, will have a temporary value for readers of THE CLASSICAL WEEKLY.

Investigations have been limited strictly to the great series of public rooms which occupy the center of the hill-top, formerly erroneously known as the *domus Augustana*, but nowadays, from its topmost archaeological layer, commonly referred to as the *domus Flavia* or palace of Domitian. I shall call it, for the sake of convenience, the imperial palace, or simply the palace, though this term may of course be legitimately extended to cover most of the hill-top. The discoveries, in any case, may be conveniently grouped under three heads: first, substructures, pavements, and accessories of the palace in the successive stages of its development; second, remains of republican houses over which the palace was built; and third, remains of a primitive archaeological stratum beneath the palace foundations.

The palace proper, as Boni has shown, rests on the summit of the primitive Palatium, not on the *inter-montium* between Palatium and Cermalus. He has succeeded also in exposing the substructures of the *tablinum* in such a way as to present a fairly definite chronology of its development. The cement foundations of the *domus Flavia* or palace of Domitian, containing silex, cut older ones containing travertine, probably to be assigned to the palace of Nero. These in turn cut still older walls containing fragments of republican tiles, probably of the palace of Caligula. This can be seen to advantage from a point near the entrance to the *tablinum*.

To the palace of Domitian Boni attributes the magnificent granite pavement, with its border of Numidian marble (*giallo antico*), in the *triclinium*. The huge 60-foot octagonal impluvium of the *atrium*, or peristyle, cut through but not laid bare by previous excavators, is likewise a part of the Flavian palace. To the Neronian structure, however, belongs a series of five apartments in *opus signinum* under the *basilica*, which, on the evidence of the action of salt on the plaster, Boni identifies as a reservoir for salt-water fish destined for the imperial table.

At a depth of some four or five meters under the *triclinium* of the Flavian palace a series of rooms has been exposed, which, Boni thinks, forms a part of the house of the emperor Tiberius. This, in his opinion, constituted the kernel of the later palace, which was built over it at a much higher level, seemingly in order

¹ The preparation even of this modest report would have been impossible without Commendatore Boni's courteous aid. See, moreover, his own recently published informal statement, *Les nouvelles découvertes du Palatin*, Brussels, 1914 (a lecture delivered at the University of Brussels, June 18, 1913), and E. Steinmann, *Sul Palatino*, in *Nuova Antologia* for March 1, 1914, pp. 133-140.

² This paper was written in Rome, March 25 last. C. K.

to make it even with the higher grade of the hill-top immediately under the *atrium*. There are remains of pavements with floral designs in colored marbles, besides a structure which suggests to the excavator something in the nature of a water-organ.

The much talked of elevators, which Boni believes carried passengers between the summit of the Palatine and the Circus Maximus, consist of three, or possibly four, rectangular pits (not twelve, as published in certain earlier reports, e. g. American Journal of Archaeology for 1913, p. 117, probably in confusion with those of the Forum), situated in different parts of the hill. One is in the northern *nymphaeum* of the palace, one under the Villa Mills, one in the so-called *domus Liviae*, with perhaps a fourth under the so-called *stadium*. The only one which has been even partially excavated is that in the *nymphaeum*. It is about one and one-half meters square with its sides parallel and at right angles to the lateral walls of the Circus. It has been emptied to a depth of 36 meters, i. e. within about six meters of the Circus level, without reaching bottom. Near it, at a depth of ten meters, was found a chamber containing the remains of a stone base, which Boni thinks supported an hydraulic engine providing power for the mechanism. The end of a bronze cylinder there discovered, and a water reservoir above, constitute the evidence thus far adduced. Dating is as yet out of the question.

Of the republican houses discovered under the palace, the most important from an historical standpoint is the one near the northern *nymphaeum*, which Boni has identified by the inscription on a marble cornice, as yet unpublished, as the dwelling of Tiberius Claudius Nero, the husband of Livia. The evidence for this identification will of course be awaited with keen interest by those who have followed the mooted question of the so-called *domus Liviae*. In any case, the house contains splendid fragments of pavement in floral designs of red and green porphyry with *giallo antico*, besides interesting mural paintings on Homeric subjects—the dispute between Agamemnon and Achilles, and the quarrel of Ajax and Ulysses over the arms.

Remnants of two houses have been found in the immediate vicinity of the Neronian fish-reservoir under the *basilica*. The later of the two, dating from the last years of the republic, is cut by the walls of the reservoir. It, too, is important for its frescoes, which show symbols and ornaments imported from Egypt and Asia Minor. The precious blue from Alexandria is used, as well as vermillion, perhaps from Monte Amiata in Tuscany. To this house belongs the painting of Aegisthus, Clytemnestra, Electra, and Orestes, discovered in the Farnese excavations early in the eighteenth century. Of the older house only a stairway in *opus incertum* remains.

The fourth and best preserved of these republican houses is that which lies under the *lararium* and the adjoining portion of the *tablinum* of the *domus Flavia*.

The upper story, which, on account of the slope of the hill, contained the *atrium* with its still existing *impluvium*, was originally paved with local calcareous stones and flints in various colors. When the house was rebuilt, however, at the time of Augustus, with a somewhat different orientation, this mosaic flooring was covered over with a new pavement of African *breccia*, Euboean *cipollino*, and a gray and white Greek marble. The lower story of basement rooms, however, to which one may now descend by the original staircase of seventeen steps in tufa blocks, seems to have been given up at that time, for it was found filled with architectural fragments and rubbish from the upper portion of the republican house. The *débris* cleared away, there remained an imposing suite of rooms with frescoes and marble pavements in geometrical designs of colored cubes, and handsome griffins in stucco relief. The house was manifestly a rich one, and Boni's suggestion, based on purely topographical grounds, of an identification with the *domus Catillinae*, will doubtless serve to give it a popular name.

Under this house were found terra-cotta decorations of a still older dwelling of the third century B. C., and, in a series of galleries cut in the tufa rock, early vase fragments of the sixth and fifth centuries, some indigenous, some of the white Campanian type, some of Etruscan black bucchero, and some of the Attic red-figured style. *Graffiti* on these fragments are in early Latin, Greek, and Etruscan, and as a whole they serve to throw light on Rome's relation with the outside world before the Gallic invasion of 390 B. C.

Interest in the primitive remains which have been brought to light under the substructures of the palace centers first of all in what Boni calls the *Mundus*, the famous sacred pit which on three specified days in the year, August 24, October 5, and November 8, stood open to afford egress to the denizens of the lower world. And indeed, in the northern portion of the *atrium*, near certain indications of primitive hut-foundations sunk in the tufa rock, was unearthed the half of a square slab of tufa which originally contained a circular hole in the center, the very stone, Boni thinks, which gave the name of Roma Quadrata to the place (compare Festus, 258 ff.: Quadrata Roma in Palatio ante templum Apollinis dicitur, ubi reposita sunt quae solent boni ominis gratia in urbe condenda adhiberi, quia saxo *†munitus*, est initio in speciem quadratam). Under this slab, moreover, was discovered a cylindrical chamber with a cone-shaped roof, a sort of *tholos*, which, by its shape, has been identified by the excavator as the *Mundus* proper (Cato ap. Festum, 157 ff.: Mundo nomen impositum est ab eo mundo, qui supra nos est. Forma enim eius est, ut ex his qui intravere cognoscere potui, adsimilis illae). And in the bottom of this a wide circular pit leads downward to a series of subterranean passages cut in the rock twelve meters below the surface, in which we are invited to recognize the *inferiorem partem* . . . consecratam Dis Manibus of Festus 157.

These catacomb-like galleries are as yet only partially excavated, and have so far yielded nothing beyond two ordinary republican vases, a few bronze bases, and part of a bronze helmet ribbed with iron. The explored galleries are some three meters in height and one in breadth, and the walls are smoothly polished. They converge at one point into a circular cavern from which a second circular pit leads to the surface just west of the wall which separates *atrium* and *tablinum*. Boni compares them with the *favissae* of the Capitol and with similar underground corridors found along the Latin coast near Nettuno. Their polished walls and complicated plan preclude the idea, he thinks, that they are early quarries, and he regards them as sacred granaries of the primitive state. It must be added, however, that other pits lead to other *favissae* at higher levels, notably under the various republican houses. Boni thinks in these cases of domestic larders. The whole matter is of course of vital interest and will attract wide and serious attention when the evidence is published in full.

Meanwhile, under the Commendatore's genial direction, the *Orti Farnesiani* have been set out with a magnificent display of classical flora which promises ere long to be in bloom. A glance at the plan accompanying Steinmann's article, alluded to above in note 2, shows among other species the *laurus nobilis*, *myrtus Romana*, *buxus sempervirens*, *hedera helix*, *cytissus*, *laburnum*, *acanthus mollis*, *hyacinthus*, *narcissus*, *thymus*, *verbena*, and *arbutus*. Thus even the unarchaeological Roman *en promenade* must needs add his meed of thanks to the 'archeologo-giardinieri', whose gardens already furnish a pleasant contrast to the temporary roofings of canvas and tin which shelter the new diggings.

COLUMBIA UNIVERSITY.

JOHN R. CRAWFORD.

REVIEWS

Dominance et résistance dans la phonétique latine.

Par C. Juret. Studien zur lateinischen Sprachwissenschaft I. Herausgegeben von M. Niedermann und J. Vendryes. Heidelberg: Carl Winter's Universitätsbuchhandlung (1913). Pp. xii + 263. 7 Marks.

This extensive monograph has as its aim the determination of the effect of the position within the syllable upon the development of the original sounds into classical Latin, and, in this connection, the bringing into order of the rules of development of the sounds. In other words, the author's problem is this, if we may take a single example as typical: does original *t* have the same development, when initial in the syllable, whether that syllable begins the word or begins in the middle of the word? Does it have the same development, at the end of the syllable, whether that syllable ends in the middle or at the end of the word?

A thoroughgoing examination of M. Juret's work would involve the recapitulation of an immense amount

of technical detail, and the reviewer feels obliged, so far as possible, to keep to the discussion of general principles—save for sample minutiae.

(1) M. Juret finds (19-95) that the consonants reduce themselves to the following rule: In like positions in the syllable, regardless of the position of the syllable in the word, a given original consonant develops in the same way—except that original aspirates develop into voiceless sounds initially in the word, and into voiced sounds at the beginning of non-initial syllables, with some differences when intervocalic. Some special groups, like medial *-ld-*, show special development.

Such a simplification of the rules is very gratifying; in the main, M. Juret does not run counter to accepted phonetic laws. We may agree with him (66-68) in rejecting the old formulae that initial *tw-* and *qw-* become *p-* and *v-* respectively; detailed refutation of these laws had been given shortly before by Persson, *Beiträge zur Indogermanischen Wortforschung* (Skrifter utgifna af K. Humanistiska Vetenskaps-Samfundet i Uppsala, x, 1912), pp. 470-479 and 520-535. But we cannot follow him in rejecting (45-47) the formula that *dr* becomes *tr*, when we have such examples as *tactro-*, *uter utris*, *citrus*; nor in rejecting the rule (71) that in intervocalic *-sw-* the *s* is lost with compensatory lengthening of the preceding vowel, and, if *ūv* result, the *v* is lost and the vowel shortened; for his explanation of *pruina* fails of cogency when he assumes that it arises by dissimilative loss of the second *r* in **prurina*—it is normally the prior and not the posterior consonant which disappears in this way, and the verb *pruriō* shows the combination remaining intact. In casting aside the formula (79-81) that original final *-t* becomes *-d* in Italic, M. Juret fails to heed properly the testimony of Oscan, where the Indo-European secondary ending for the third person singular active in verbs is regularly *-d*, while the primary *-ti* has been protected from the change by the vowel, which was later lost, and appears in Oscan as *-t*.

(2) Juret finds (96-104) a similar status of affairs in the vowels of medial and final syllables. However, one hesitates to follow him in considering the change of final *-et* to *-it* as merely analogical (97), though the *-e* of *tutimet* must be reckoned with. In discussing (101) *laudāt* and *meritōd*, where the long vowel shortens before final *-t*, but remains long before *-d*, which is lost, he seems to raise difficulties which do not exist. His treatment of final *-ā -ō -ū* (103-104) is quite unsatisfactory, in view of the Oscan and the Umbrian forms of the neuter plural, *sequere* and *ipse*, and *cornū*.

(3) In medial syllables, M. Juret entirely rejects (116-132) syncope of a short vowel after a stop or *s*; his explanations of those words ordinarily supposed to have syncope in this position lead him, in his own words (131), to what "paraît une vraie débauche d' étymologie". In particular, others will be unable to accept his interpretation of some or all of the following words: *quindecim*, *hospes* (117); *sumo*, *mixtus*, *dexter* (118); *supra*, *extra*, *intra* (121); *cette* (131);

sumo, pono (151-152). His conclusions seem invalidated.

(4) M. Juret next (133-153) sets up the following rule: A short vowel is absorbed (= lost) only after a doubled sonant consonant (= *r l m n v*) or after a sonant consonant preceded by a long vowel. Again, we can hardly accept the limitations of his theory; *balneum* (135), *palma* (135), *indulgeo* (136) seem to resist his explanations.

(5) Relative to 'syncope and samprasāraṇa', M. Juret sets up (153-170) new rules which would require too much space for full citation; he entirely rejects current views. One typical instance may be cited: *quantillus* he derives from **quant(o)-lolo-s*, with 'suppression' of the first *o* for reasons of rhythm; vowel weakening produced **quantililus*, whence *quantillus* came by metathesis. Comment seems unnecessary.

(6) In the consideration (171-191) of the loss or retention of the short vowels of final syllables, however, he makes it worth considering whether the loss of *-i* in the nominative singular of *i*-stems, as in *mors*, *mens*, may not be analogical merely to *lux*, *dens*, etc., with their dissyllabic genitives.

(7) Lastly (192-261), he disputes the development of *v* intervocalic, particularly against Solmsen, whose rules for the loss of the sound he attempts to controvert (193 ff., 251 f.). He develops these rules: In the group formed by vowel + *v* + short vowel + consonant of non-final syllable, *v* is lost and the short vowel is contracted with the preceding vowel, if the short vowel is followed by *n*, *t*, *s*, *r*, velar or palatal *l*, *y*. When other sounds follow the short vowel, the *v* remains and the short vowel is absorbed.

Similarly, he sets up the rules: In initial syllables, *ve* becomes *vo* (and *v* is lost if standing after a consonant) provided *n*, *r*, *t*, *s*, *h*, or palatal *g* begins the next syllable; *ov* in initial syllables becomes *av*, except before *i*; *ev* in initial syllables becomes *ov*, except before *i*.

But other explanations are readily discoverable to remove the difficulties which he finds under the accepted rules; and he is not always correct in his statement of facts: doublets are not all too infrequent in Latin (despite 113); *rio* is only typical of a whole class of words in Italian (cf. 245); the rate of speech, *Sprachtempo*, is a factor which must not be left out of consideration (cf. 112-113). Other problems are left unsolved: why do we have *clavaca*, as well as *clavaca* and *cluaca*? and did *novus novem* keep the original *e* until after **covos* had become *cavus*?

Misprints are regrettably frequent, two occurring even in the list of errata on page xi. Certain errors of fact occur. *Tibicen* (sic!) is given at 119, 10 as an instance of a word with medial, though *i* the *i*'s are both long. *Quattuor* does not come from **twōr* (65, 12); cf. Brugmann, *Grundriss der vergleichenden Grammatik der Indogermanischen Sprachen*, II, 2², 13. On 120, M. Juret says that anaptyxis occurs only

before velar *l*, and forgets the whole class of words with palatal *l*, of which *stabilis* from **stabilis* is an example. His analogical proportion on page 125 will not give *reperiō* as the fourth member. *Venēntificus*, cited on page 147, is not actually found. When on page 191 he denies an *i*-stem to *vigil*, because of *vigilare* instead of **vigiliare*, he forgets *piscis* and *piscari*. On page 33, he derives *farnus* from **farnos* < **farnos*, which despite *fraxinus* cannot be correct, for *rksn* > *rsn* > *sn* > *n*, with compensatory lengthening of the preceding vowel; cf. *mantēle* < **terk-sli*, from the root seen in *tergēre*, and *cēna* < **kertsna*: *farnus* must be from **farnos* or **farginos*, or possibly from **fark-sinos*. On page 57, his explanation of *rēfert* cannot be maintained, since Persson, on pages 294-305, of the work referred to in the fourth paragraph of this paper shows that Walde's law of loss of the aspiration of an initial aspirated stop before a liquid when an aspirate ends the root or begins the next syllable is without foundation, and that the loss is due merely to the fact that a consonant immediately follows.

It is not surprising if so radical a revision of the phonetic laws of a language already so well studied as Latin should at this day fail to carry conviction. The main lines of development are too clear for anyone to hope to break new paths except in details. But, apart from the warning which M. Juret's book serves to give, we find in it many keen observations on individual words—some 200 of which are listed in an index because of original suggestions or special comments; on some of these he will doubtless win acceptance, though the student must constantly check up his views by reference to Walde's *Lateinisches Etymologisches Wörterbuch*: we may call attention especially to what M. Juret has to say on *cunctus*, *acerbus*, *saltus*, *sinister*, *iuxta*, *doctus*, *lostus*, *vir*, *pulmo*, *dulcis*.

UNIVERSITY OF PENNSYLVANIA

ROLAND G. KENT.

Some of our readers may find definite and concrete suggestions for work in support of the classical cause in the following programme:

Senatus Populusque Romanus

SYRACUSE CENTRAL HIGH SCHOOL CLASSICAL CLUB

Spring Term 1914

February 24. Private Life of the Romans.

1. The Roman House
 - (1) Structure and Plan Leonard O'Brien
 - (2) Furniture and Decoration Marie Foltz
 - (3) Heating and Lighting James Schindler
2. The Roman School Marlow Ryan
3. The Public Baths of the Romans Donald Darby

March 2. *The Roman Forum

Dr. H. L. Cleasby of Syracuse University

March 13. *An Amateur Archeologist in Italy, Egypt, and the Holy Land Rev. Dr. James Empringham

- March 16. A Trip Through Italy (*Illustrated*)
1. Baiae, Puteoli, Lacus Avernus, Naples
 - (1) Summer Resorts and Amusements of the Wealthy Romans David Joselit
 - (2) Virgil's Influence Through the Ages Abie Serby
 2. Pompeii and Herculaneum
 - (1) Pliny's Account of the Eruption of Vesuvius Marion Shane
 - (2) Results and Value of Recent Excavations Northcote Street
- March 30. *The Migration of Fables.
Dr. W. R. P. Davey of Syracuse University.
- April 3. Annual Classical Play: Shakespeare's Julius Caesar
Members of the Club
- April 13. The Private Life of the Romans
 - (1) How the Roman Spent His Day Willis Sargent
 - (2) Dress of the Romans Gertrude Sterling
 - (3) Food of the Romans Martin McCall
 - (4) Means of Transportation Arnold Dutton
- April 27. *The Country of Virgil and Horace
Dr. P. O. Place of Syracuse University
- May 11. A Trip Through Italy (*Illustrated*)
1. Rome
 - (1) Points of Interest in the Modern City Doris Gafney
 - (2) The Influence of the Tiber in Roman History Joseph Zalmanoff
 - (3) Rome Under Nero Winfield Barlow
 2. Florence and Fiesole
 - (1) Origin and Rise of Art Galleries Helen Pierson
 - (2) Catiline's Connection With Faesulae—the Conspiracy Dewitt Munger
- May 25. *Ancient and Modern Greece
Prof. E. A. Emens of Syracuse University
- June 8. Greek Life
 - (1) Greek Oratory Ward Flaxington
 - (2) Greek Art Ernest Mahr
 - (3) Greek Theatre Clifton E. Halstead

*The members of the Club are requested to extend a cordial invitation to their parents and friends to attend these special lectures, which have been provided by the Extension Bureau of the Syracuse Society of the Archeological Institute of America.

CHEMUNG COUNTY CLASSICAL ASSOCIATION

Following out the plan of the Classical Section of the New York State Teachers' Association a meeting of the classical teachers of Chemung County was held at Elmira College on May 2. The program was as follows: Remarks on the Purpose of the Conference, by Professor H. A. Hamilton, of Elmira College; The Socialization of the Classics, by Dr. Mason D. Gray, of the East High School, Rochester; The Teaching of Latin to Younger Pupils, by Miss Laura C. Manley, Elmira Free Academy; Round Table on the Problems of the Latin Teacher, led by Principal F. R. Parker, Elmira Free Academy.

ELMIRA COLLEGE.

H. A. HAMILTON.

A Roman School, Miss Susan Paxson's Latin play (see THE CLASSICAL WEEKLY 5:1) was given on May 1 by Latin students of the Oakwood Seminary under the

auspices of the Sodalitas Latina, which was organized last fall. The presentation was very successful and was enjoyed by an appreciative audience.

Following the play, nine girls, who represented the Muses, under the direction of a Sibyl, gave a Vestal Virgin Drill, which was made very pretty and effective by the use of lighted candles.

On closing the evening's entertainment a quartette sang *Integer Vitae*.

THE OAKWOOD SEMINARY,
UNION SPRINGS-ON-
CAYUGA LAKE, N. Y.

ANNA JANE MARIS.

THE AMERICAN PHILOLOGICAL ASSOCIATION

The forty-sixth annual meeting of The American Philological Association will be held at Haverford College, Haverford, Pa., on Tuesday, Wednesday, and Thursday, December 29-31. The Executive Committee, to which the place of this year's meeting had been referred, with power, carefully considered two invitations—one to meet, with the Modern Language Association at Columbia University, the other to meet with the Archaeological Institute of America at Haverford. In view of the feeling of many members that the Association should meet with the Institute, provided the business of the Institute can be kept out of the way of the reading of papers, the Committee decided to accept the invitation from Haverford.

The first session of the Association will be called to order on Tuesday, December 29, at 3 o'clock. In the evening, at the joint session of the Association and the Institute, Professor Edward Capps, President of the Association, will deliver the annual Presidential address.

Further details will be communicated in a circular soon to be issued (or already issued) by the Secretary of the Association to all members. Others interested may secure copies of this circular by applying to Professor Frank Gardner Moore, Columbia University.

Mr. James Loeb, formerly of Kuhn, Loeb and Co., New York, writes as follows:

The great and legitimate aim of a business man is to make money, to provide for himself and his family such luxuries and comforts as his tastes and social standing demand. But when a man has reached the goal of his desires, when he has 'made his pile' and wants to enjoy it, then comes the time for the making of the real and only *Balance Sheet*. Then he must ask himself, 'What are my resources, now that I have everything that money can buy? What are my spiritual and intellectual assets? How can I best spend what is left to me of life?' Lucky is the man whose early training fits him for something more than the golf-field, or the tennis-court, or for something better than the gaming-table when his days of business activity are over. He can taste the gentler pleasures that await him in his study and by the blazing hearth-fire. His Sophocles or his Homer or his Catullus will make the winter of life seem like its early spring when the greatest struggle he knew was with the elusive rules of grammar and syntax.